



Downtown Alternative High School

Tom Horne, Superintendent of Public Instruction

ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

39 N. 6th Avenue, Tucson, AZ 85701

Tucson Unified District

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Performing
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status ^(b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Ms. Linda J. Schloss M.Ed
 Schedule : 07:30 AM to 12:15 PM
 Grades : 9-12
 Web Address : tusd1.org
 Phone Number : (520) 622-2979
 Fax Number : (520) 622-2979
 E-mail : linda.schloss@tusd1.org

Mission

Downtown Alternative High School is an at risk school setting for high school students who have been unsuccessful in traditional high school settings. Many times these students have been unsuccessful in other alternative settings. The mission is to graduate students with skills to enable them to lead productive lives. The school is programmed to be very steady work throughout the morning with no opportunity for distractions.

School / Academic Goals

- ü Graduation of all students enrolled. For most students this doesn't seem possible, so part of the goal is to help students understand their own abilities and build on them.
- ü No dropouts during the school year of registered students. Part of the TUSD Success For All is to significantly reduce dropout rates. For Downtown this is very important; dropping out has been the process, and now it's not an option.
- ü The students will make yearly progress toward passing the AIMS. The students work on AIMS related material everyday; the accessibility and the process of applying it to other academic standards is fundamental toward their AIMS success.
- ü Downtown Alternative students will be in attendance at school everyday. When students are not in school the staff calls home. If the parent is unaware of where the student is, the school and parent work together to resolve the absence for that day.

Enrollment

October 1, 2005 School Year Student Enrollment : 56
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 8

Downtown Alternative High School

Instructional Programs

- ü Reading on All Levels
- ü Daily Writing Projects
- ü Group Work
- ü Math Investigation Through Projects
- ü Each Curricular Area Visited Everyday
- ü AIMS Preparation

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 0 minutes
First Day of School :	8/15/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

Downtown Alternative High School will provide a positive learning atmosphere that is safe, investigative into the learning style of each student and aligned with district and state standards. The teachers are committed to the success of every student.

Parents

The parents of Downtown students will stay in touch with the teachers alerting them to situations that are causing their student to respond emotionally or physically. If a student is unable to attend, it is the parent's responsibility to notify the school every time the student is away.

Transportation Policy

Unfortunately TUSD does not provide transportation to its students at Downtown Alternative High School. Each student is provided with a monthly bus pass.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Youth On Their Own Student of the Year	2005
ü Senior Graduation Speaker From All 8 High Schools	2004
ü EEF Grant Recipient	2005
ü Students For Success	2005

Downtown Alternative High School

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	11	3907	71130	100	93	95	645	701	701	82	23	23	9	13	13	9	51	51	NA	13	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	1942	35465	NC	95	96	NC	702	702	NC	21	21	NC	14	13	NC	52	53	NC	13	13
Male	NC	1965	35648	NC	92	94	NC	700	701	NC	25	24	NC	12	12	NC	50	50	NC	14	14
African American	NC	290	3868	NC	98	95	NC	679	686	NC	40	33	NC	14	17	NC	41	45	NC	4	6
Hispanic	NC	1807	25103	NC	93	95	NC	688	685	NC	31	34	NC	16	16	NC	47	45	NC	6	5
Asian/Pacific Islander	--	134	1805	--	98	98	--	727	731	--	10	9	--	5	7	--	53	50	--	31	34
American Indian/Alaskan Native	NC	115	4241	NC	86	90	NC	681	679	NC	44	39	NC	10	19	NC	40	39	NC	6	3
White	NC	1560	36075	NC	93	95	NC	719	715	NC	10	12	NC	9	9	NC	58	58	NC	22	21
Students with Disabilities	NC	361	5862	NC	65	71	NC	659	658	NC	63	63	NC	14	15	NC	22	20	NC	1	2
Students without Disabilities	NC	3546	65268	NC	98	98	NC	704	705	NC	19	19	NC	12	12	NC	54	54	NC	14	15
Limited English Proficient Students	NC	353	4859	NC	89	93	NC	658	662	NC	70	64	NC	10	15	NC	19	20	NC	1	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	NC	1325	22957	NC	91	93	NC	684	685	NC	36	34	NC	17	17	NC	42	44	NC	5	5
Non-Economically Disadvantaged	NC	2582	48173	NC	95	96	NC	710	709	NC	17	17	NC	10	11	NC	55	55	NC	17	18

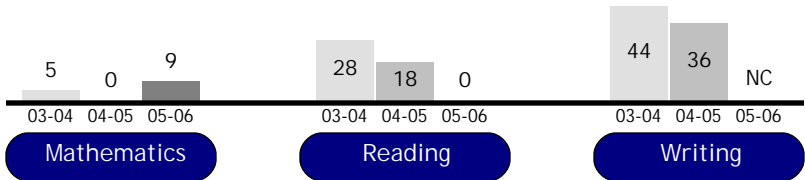
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	11	4113	73018	100	96	97	638	699	703	18	7	6	82	26	23	NA	60	64	NA	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	2019	36181	NC	97	97	NC	704	708	NC	5	4	NC	23	21	NC	63	65	NC	9	9
Male	NC	2093	36816	NC	95	96	NC	693	699	NC	9	7	NC	28	24	NC	57	62	NC	6	7
African American	NC	302	3976	NC	99	96	NC	677	689	NC	16	8	NC	32	29	NC	50	59	NC	2	3
Hispanic	NC	1900	25801	NC	96	96	NC	683	683	NC	9	10	NC	34	34	NC	53	53	NC	3	3
Asian/Pacific Islander	--	137	1812	--	99	98	--	720	722	--	2	3	--	18	15	--	66	66	--	14	16
American Indian/Alaskan Native	NC	128	4389	NC	91	93	NC	678	675	NC	6	9	NC	46	42	NC	45	47	NC	2	1
White	NC	1646	37024	NC	96	97	NC	720	721	NC	3	2	NC	14	12	NC	69	73	NC	14	13
Students with Disabilities	NC	530	7170	NC	93	85	NC	652	654	NC	24	23	NC	48	47	NC	27	29	NC	1	1
Students without Disabilities	NC	3583	65848	NC	97	98	NC	705	708	NC	4	4	NC	22	20	NC	64	67	NC	9	9
Limited English Proficient Students	NC	379	5099	NC	93	95	NC	636	641	NC	34	29	NC	55	59	NC	11	12	NC	0	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	NC	1425	23912	NC	94	94	NC	677	681	NC	11	10	NC	39	36	NC	47	52	NC	2	2
Non-Economically Disadvantaged	NC	2688	49106	NC	98	98	NC	710	714	NC	5	4	NC	19	16	NC	66	69	NC	11	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	4094	72810	NC	96	96	NC	681	685	NC	7	6	NC	32	30	NC	55	58	NC	6	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	1999	36111	NC	96	97	NC	694	695	NC	4	4	NC	25	23	NC	63	65	NC	8	8
Male	NC	2094	36678	NC	96	95	NC	670	674	NC	10	9	NC	40	36	NC	47	52	NC	3	3
African American	NC	300	3962	NC	99	96	NC	660	675	NC	18	8	NC	30	33	NC	50	55	NC	2	3
Hispanic	NC	1889	25735	NC	95	96	NC	672	669	NC	9	10	NC	39	41	NC	49	48	NC	3	2
Asian/Pacific Islander	--	137	1809	--	99	97	--	698	704	--	4	4	--	22	19	--	60	65	--	14	13
American Indian/Alaskan Native	NC	126	4370	NC	89	92	NC	674	670	NC	6	9	NC	46	39	NC	47	50	NC	2	2
White	NC	1642	36915	NC	96	97	NC	696	697	NC	4	3	NC	25	21	NC	62	67	NC	10	8
Students with Disabilities	NC	521	7071	NC	91	84	NC	631	634	NC	25	24	NC	56	53	NC	17	21	NC	1	1
Students without Disabilities	NC	3573	65739	NC	96	98	NC	688	689	NC	5	4	NC	29	27	NC	60	62	NC	6	6
Limited English Proficient Students	NC	368	5046	NC	90	94	NC	612	621	NC	36	31	NC	57	56	NC	7	12	NC	0	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	NC	1407	23814	NC	93	94	NC	664	667	NC	11	10	NC	43	41	NC	44	47	NC	1	2
Non-Economically Disadvantaged	NC	2687	48996	NC	98	97	NC	690	693	NC	5	4	NC	27	24	NC	60	64	NC	8	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	NC	NC	NA	42	78	25	48	51	NC	NC	48	52
	Language	NC	NC	37	42	78	25	46	50	NC	NC	46	50
	Mathematics	NC	NC	57	63	78	22	46	50	NC	NC	44	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Downtown Alternative High School

School Site Council

Council Composition

- 1 School Administrator(s)
- 3 Non-certified Employee(s)
- 6 Teacher(s)
- 6 Parent(s)
- 3 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Programming
- Ü Student Opportunities
- Ü Community Experiences
- Ü Goals
- Ü Graduation

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	2.00
Other Professional Staff	.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	0	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	6
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Computer Availability
- Ü Ideal Downtown Location of School

Extracurricular Activities

- Ü Youth On Their Own Activities
- Ü Photo Opportunities with Digital Cameras
- Ü Community Projects
- Ü Pima College Enrollment
- Ü Computerized Instruction

Social Services

- Ü Youth On Their Own
- Ü Information and Referral
- Ü Family Counseling
- Ü Youth Opportunities
- Ü EEF

Downtown Alternative High School

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Downtown Alternative has graduated more students each year since it began. These are the most at risk students in the district. They are a part of a strict individualized curriculum, and respond very well to it.
- ü Downtown Alternative High School has a less than a one percent dropout rate. Every year the school is able to increase it's great attendance percentages.
- ü The students at Downtown Alternative High School received an award this fall for their superior improvement in AIMS scores for reading and writing.
- ü Downtown Alternative High School students learn a great deal about being in a downtown area and understanding its culture. They have been very active in participating in community facilities in the downtown community.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	73	89	88	73
Graduation Rate ⁶	94	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Downtown is located on a main street in downtown Tucson. Even in a location that can be volatile, the understanding is clear for all the students. They will be safe themselves while those supervising them will create a positive environment. The students are aware of their environment and aware of their school's importance.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

2

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Tom Gillespie	(623) 225-3250
Transportation Policy	Dorie Johnston	(520) 225-2564
Community Resources	Dorie Johnston	(520) 225-3264
School Nutrition Programs	Pam Palmo	(520) 225-4700
Parent Organization	Joyce Anderson	(520) 622-2979
Student Health/Nurse	Damiana Cohen	(520) 225-3262

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.